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ABSTRACT

The Tigard School District, Oregon has designated two schools as models in a long-range career education plan which includes developing programs and processes for career awareness at the elementary level and career exploration at the junior high school level. A team selected by the Oregon Board of Education carried out a formative assessment synthesizing and interpreting information gathered through interview with staff, students, administration, and community and from available written data and observers' subjective judgements. Project areas assessed were: staff development, program development, and administration. Findings were organized under project strengths, project constraints, and alternative strategies. The preliminary report was presented in simplified form to the staffs in an inservice workshop; this outline and a description of the assessment strategy comprise the report. Extensive appendixes include assessment schedules, the assessment interview questionnaires, findings of the staff surveys, summaries of the findings from the team's other assessment activities, and a compilation of the alternative strategies developed by the staffs at the inservice workshop as ways of meeting project constraints defined by the interim assessment team in their preliminary report. (LJ)

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FINAL INTERIM ASSESSMENT REPORT

TIGARD SCHOOL DISTRICT 23J

APRIL 1972

TEMPLETON ELEMENTARY SCHOOL

CAREER AWARENESS

PROJECT

TWALITY JUNIOR HIGH SCHOOL

CAREER EXPLORATORY

PROJECT

Northwest Regional Educational Laboratory
Oregon State Department of Education
942 Lancaster Drive N.E.
Salem, Oregon 97310
Phone: 503-378-3200

ASSESSMENT UNDER THE DIRECTION

OF

APPLIED RESEARCH SECTION

(RESEARCH COORDINATING UNIT)

CAREER EDUCATION

INSTRUCTIONAL SERVICES

OREGON BOARD OF EDUCATION

SALEM, OREGON

CE000522

U.S. DEPARTMENT OF HEALTH
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Introduction

The following report represents the final effort of the interim assessment team to synthesize and interpret information and data used by the interim assessment team, Tigard staff, and administration, as a formative type assessment in the current project of the Tigard School District #23J of a Model for CURRICULUM DEVELOPMENT IN CAREER AWARENESS AND EXPLORATION.

The Tigard School District has designated Twality Junior High and Templeton Elementary as model schools in the beginning phase of its long range career education plan. The District goal is to develop programs and processes for the inclusion of career awareness in grades 1-6, career exploration in grades 7-10, and career emphasis in grades 11-12, through the development of twelve job cluster areas.

The Tigard School District and the Oregon Board of Education, in a cooperative effort, requested an interim assessment be conducted on the 1971-1972 Career Awareness-Career Exploration project at Templeton Elementary School and Twality Junior High School.

The interim assessment team was selected by the Oregon Board of Education with the approval of the Tigard School District administration and consists of the members listed on Page 2.

TIGARD SCHOOL DISTRICT 23J

Templeton Elementary School — Twality Junior High School

Interim Assessment Team

February, 1972

Jerry Spires - Chairman - Career Education Specialist

David Douglas School District
13200 S. E. Lincoln Street
Portland, Oregon 97233

Work - 255-1311
Home - 659-7140

John Davies - Teacher - Assistant Principal

Mt. Vernon Elementary School
Springfield, Oregon

Work - 747-3331, Ext. 319
Home - 746-8937

Jerry McGath - Administrative Intern

Tigard School District
13137 S. W. Pacific Hwy.
Tigard, Oregon

Work - 639-4139
Home - 639-5230

Darrell Jones - Principal

Pleasant Hill Elementary School
Pleasant Hill, Oregon

Work - 747-2917
Home - 937-2110

Members of the team were carefully selected from Oregon school districts which are developing programs in Career Awareness and Career Exploration. It was considered important that each team member be able to contribute his ideas to the Tigard staff as an integral part of the assessment.

The team members met for the first time on January 24, 1972 for an orientation and planning session with Dr. Daniel Dunham at the Oregon Board of Education office. At that meeting, a tentative assessment plan was devised with the basic areas for assessment being: staff development, instructional program, facilities, and administration. (See Appendix A) Individual team members accepted the responsibility for each of the four areas and formulated a set of questions suitable for interviewing students, staff, and administrators within each area. It was further agreed that they would present their questions to the Tigard Administrative staff on January 26, 1972, for review. A tentative time line was also agreed upon. (See Appendix B)

On January 26, 1972 the Interim Assessment Team met with the appropriate Tigard School District administrators for their first meeting. (See Appendix B) At that meeting the Tigard administrators gave excellent input and accepted the responsibility for preparing the staff, schedule time, people, and place information for the team. (See Appendix B)

Assessment Strategy:

The assessment period was designated for each project from July 1, 1971 to February 11, 1972. The assessment plan was to use three basic techniques:

(1) Personal interviews with staff, students, administration, and community.

(2) Use of available written data.

(3) Use of observers subjective judgement.

The assessment team provided a survey for staff responses, requested a list of priorities from each teacher, viewed materials developed, quarterly reports, budgets, other data, and various materials used to validate this report.

The aggregate number of contacts made were:

				Total:
Students	Elem. - 44	Jr. Hi. - 37		81
Administrators	Elem. - 4	Jr. Hi. - 9	Central Office 9	21
Teachers	Elem. - [illegible]	Jr. Hi. - 52		109

The assessment strategy included the identification of a minimum of eighteen items in the Data Matrix. Personal interviews between the team, school personnel, students, and community were planned or spontaneously held on two school days with individuals, small groups, and large groups to gather a maximum of information.

Three areas of the Tigard project were considered: Staff development, Program development, and Administration. Each of these areas was explored from the staff's, student's, and

administrator's point of view, and the limits of the facilities. One hundred forty-one questions were generated. From these a selection was made for interviews with staff, students, and administrators. (See Appendix C) Information gathered in this manner was then considered by the team members individually. Findings were organized under project strengths, project constraints, and alternative strategies. The preliminary interim report was then prepared. (See Appendix E)

The preliminary interim report was presented to the superintendent and assistant superintendent of the Tigard School District for their reaction. It was decided that this report would be of greater value to the Tigard staff in an inservice presentation if it were presented to them in a simplified form. This idea was presented to Dr. Dunham and subsequently adopted.

Treatment of Data:

The team, the Tigard administration, and staff involved, were concerned that there be maximum use of the data and findings of the assessment. The inservice workshop activities were an important element of the assessment -- perhaps the area of greatest value to the staff and the development of the project. Further, the treatment of the data requires a design useful for the workshop approach. This would provide a "fast turn around" of the data for the staff. Therefore,

two members of the team, administration, and staff met to revise the preliminary report to provide an inservice format.

Members of the staff from each building and the project director organized a committee and planned an inservice workshop program for February 21, 1972. (See Appendix D)

The results of that inservice workshop were prepared in a format appropriate for this Final Interim Assessment Report. (See Appendix F)

SUMMARY OF THE INTERIM ASSESSMENT PROJECT

Based upon the two hundred and two (202) aggregate interviews with teachers, principals, counselors, administrators, and students, a review of written materials, quarterly reports, budgets, and various other data and materials, the following summary is reported:

I. Findings

A. Global - Over all

1. A majority of those interviewed appeared open and interested in expressing their ideas, concerns, and feelings to the interim assessment team.
2. It appears that some individuals and groups of staff members are enthusiastic about implementing the career education program into the curriculum.
3. Visibility of the career education objectives was not clearly defined through the project.
4. Many staff members are not yet positively identifying their classroom objectives with the Career Education objectives.

5. A strong communication system between all levels of staff needed for a project of this nature appears to be lacking.
6. There appears to be little staff involvement at the planning and decision making level for all areas of the project.
7. Student involvement in the project is limited.
8. Clear job or responsibilities descriptions are not evident for teachers.
9. Commitment to a pre-planned inservice is not apparent.

B. Administrative - Top Level

1. Staff members are confused as to the roles of various administrators with regard to the project.
2. An effective articulation process between departments and schools is lacking.
3. All levels of staff appear to lack an awareness and understanding of the burden of beginning new programs.

C. School Level

1. There are apparent "good feelings" among the administration that positive change in curriculum development, student attitudes, and performance, are occuring.

2. Misunderstandings are apparent concerning the area of the Career Service Center's organization, utilization, and function in both the Elementary school and the Junior High school.
3. The need for the staff to identify with the career education program through involvement, planning, and visits to other similar projects, was apparent.

E. Elementary

1. There is considerable evidence that the elementary staff is enthusiastic about the career awareness project. Some of the staff members have displayed exemplary leadership qualities in the project.
2. It is apparent that the children are responding to their teachers' enthusiasm by displaying a postive attitude toward the project.
3. The elementary staff members have provided many career-oriented activities for learners.

F. Junior High School

Evidence indicates that:

1. The English and Math departments are carrying the major part of the career education load for the Junior High School Career Exploratory project.
2. There is a need for attention to the following job responsibility and role definition:
   (a) Teacher
   (b) Department Head
   (c) Librarian
   (d) Assistant Project Director
   (e) Principal
   (f) Project Director
   (g) Assistant Superintendent
   (h) Superintendent
3. There is a need to identify target or priority areas.

F. Junior High School-Cont'd

4. There is a need to develop and use evaluation tools for the following areas:

(a) Pre and post test instruments for career education components.

(b) In-Service meetings.

(c) Student designed evaluation instruments.

(d) Student feedback.

II. Conclusion:

The Tigard School District MODEL FOR CURRICULUM DEVELOPMENT IN CAREER AWARENESS AND EXPLORATION has experienced many of the difficulties typical of a similar effort in other school districts in Oregon. Some of the difficulties include the points listed in this report as "the findings".

It appears that the career awareness program at Templeton Elementary School is off to a good start. The future of this program will largely be in direct relation to the continued interest and effort of the members of the Tigard administration and the Templeton staff.

The problem profile of the career exploratory program is identified in this report as "the findings" under A - Global and F - Junior High School.

III. Recomendation:

The Interim Assessment Team recommends that the Oregon Board of Education continue its financial support of the Career Awareness program. Other recommendations by the team are included in the "compilation of alternative strategies". (See Appendix F)

The Career Exploratory program is an important component of the long-range career education plan for the Tigard School District. Continued administrative attention and district financial support is needed to provide a maximum potential for reaching the goals of the Tigard Plan.

This Interim Assessment Team Report is respectfully submitted to the Tigard School District #23J on May 1, 1972 by the following:

Jerald V. Spires, Chairman

Darrell Jones

John Davies

Jerry McBath

APPENDIX A

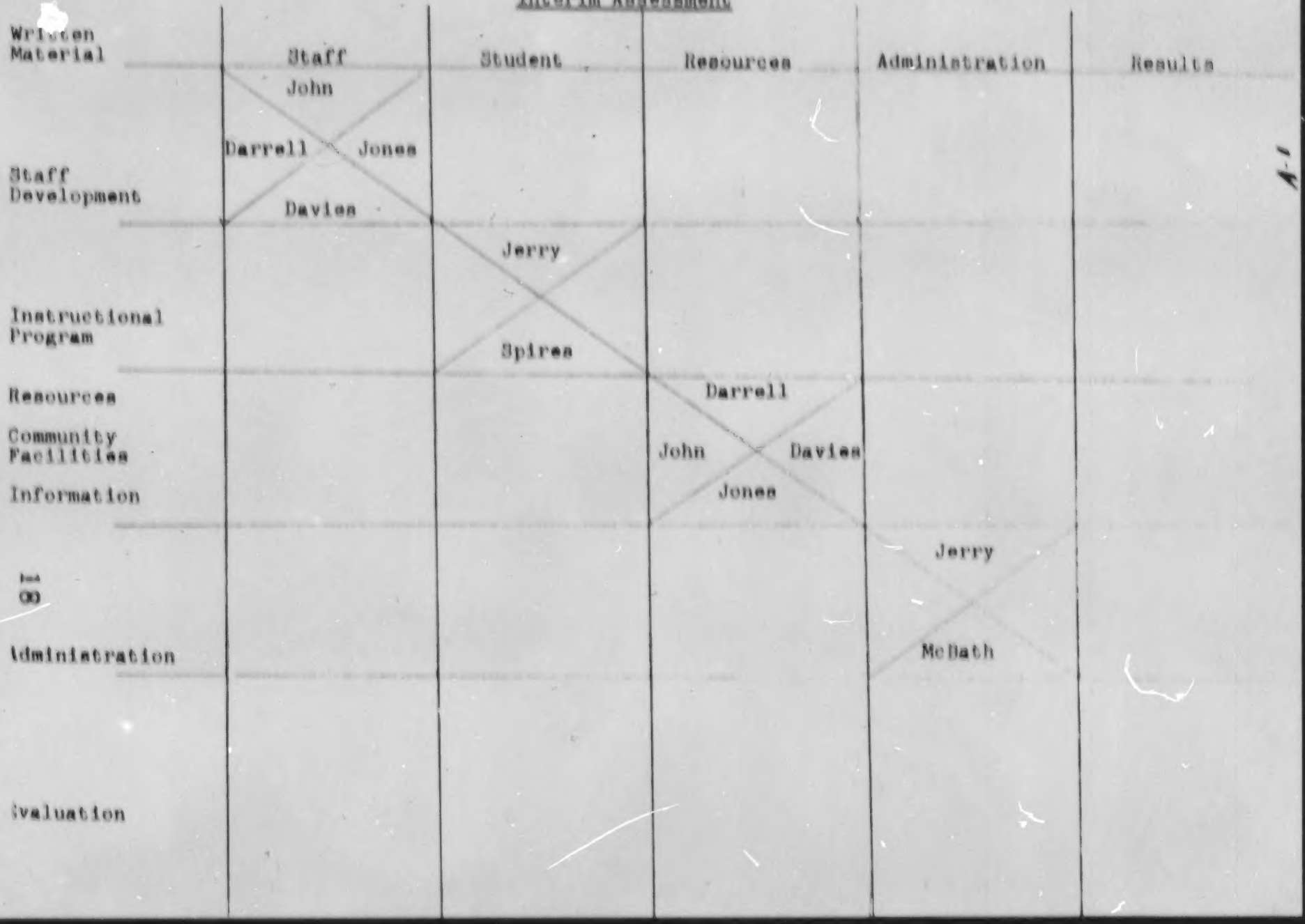
Tentative Assessment Plan

Matrix

Tigard School District 23J

Templeton Elementary School
Twality Junior High School

Interim Assessment



APPENDIX B

Interim Assessment - Time Line

Interim Assessment - Agenda

Interim Assessment - Needs

TIGARD SCHOOL DISTRICT 23J

Templeton Elementary School — Twality Junior High School

Interim Assessment

February, 1972

Team Procedure - Time (Revised)

1. Team Organization and Planning - O.B.E. - Salem
   January 24, 1972 - 1:00 - 4:30 p.m.

2. Organize Material - Duplicate
   January 24 - 26, 1972

3. Team Administrative Meeting - Board Room
   January 26, 1972 - 9:00 - 11:00 a.m.

4. Visitation - Facilities - Templeton Elementary and Twality Junior High School
   January 26, 1972 - 11:00 - 12:15 p.m.

5. Visitation - Teacher-Student Interviews
   - Classroom Observations
   - Administrative Interviews
   February 2, 1972 - 9:00 a.m. - 4:00 p.m.

6. Planning - Rough Draft
   February 2, 1972 - 4:30 p.m. - 6:00 p.m.

7. Staff Dinner
   February 2, 1972 - 6:00 p.m. - 10:30 p.m.

8. Visitation - Teacher - Student Interviews
   - Classroom Observations
   - Administrative Interviews
   February 3, 1972 - 9:00 a.m. - 4:00 p.m.

9. Visitation - Teacher Interviews
   - Classroom Observations
   February 11, 1972 - 9:00 a.m. - 12:00 p.m.

10. Planning - Rough Draft - Portland
    February 11, 1972 - 1:00 p.m. - 11:00 p.m.

11. Planning - Writing - Portland
    February 12, 1972 - all day

12. Tigard Superintendent & Assist. Sup't
    February 15, 1972 - 1:00 p.m. - 2:00 p.m.

13. O.B.E. Meeting - Salem
    February 15, 1972 - 3:00 p.m. - 5:00 p.m.

14. Work Session with Tigard School District Committee
    February 17, 1972

15. Inservice Workshop - Presentation of Interim Report to Staff, and Recommendations-Tigard. Informal interaction w/staff.
    February 21, 1972 - 8:00 a.m. - 1:00 p.m.

16. Writing of Final Interim Assessment Report.

TIGARD SCHOOL DISTRICT 23J

Templeton Elementary School — Twality Junior High School

Interim Assessment

February, 1972

AGENDA

Introductions:

Team Members

Tigard School District Personnel

Philosophy of the Team:

Jerry Spires, Chairman

Assessment Strategy:

1. Who, When, How
2. Matrix
3. Sample Question

   (Four examples)
4. Time Line
5. Committee Needs

Adjournment to tour the facilities:

E-2

TIGARD SCHOOL DISTRICT 23J

Templeton Elementary School — Twality Junior High

Interim Assessment

February, 1972

Who: Students, Teachers, Principals, Administrators, and Facilities

How:
- Staff Survey
- Student Expectation Priority List
- Teacher Interviews
- Student Interviews
- Administrative Interviews
- Classroom Observations
- Facilities Observations
- Printed Materials Evaluation

When: Wednesday, February 2, 1972

9:00 - 12:00 - Teacher Interviews-Classroom Observation
4:00 - 6:00 - Team Meeting
12:00 - 1:00 - Student Interviews
1:00 - 3:00 - Teacher Interviews-Classroom Observation
6:00 - ? - Teacher Interviews
" " - Selected Teachers - Dinner

Administrative Interviews by appointment

Thursday, February 3, 1972

9:00 - 12:00 - Teacher Interviews-Classroom Observation
12:00 - 1:00 - Student Interviews
1:00 - 3:00 - Teacher Interviews-Classroom Observation
6:00 - ? - Teacher Interviews
" " - Selected Teachers - Dinner

Administrative Interviews by appointment

Friday, February 11, 1972

9:00 - 12:00 - Teacher Interviews-Classroom Observation
12:00 - 1:00 - Student Interviews
1:00 - 3:00 - Student Interviews

Administrative Interviews by appointment

B-3

TIGARD SCHOOL DISTRICT 23J

Templeton Elementary School — Twality Junior High School

Interim Assessment

February, 1972

NEEDS

1. Schedule time for interviews:
   Teachers)
   Student (each Team member
   Administration)

   With full staff for reporting February 21.

2. Three Elementary teachers) Dinner, February 2
   Three Junior High teachers)
   (Note: At least one of which was not in attendance at the summer workshop)

3. Arrange to have:
   1. Teacher attitude scale administered by Feb. 2 (Data or No)
   2. Student Expected Outcomes

4. List of staff members by grade level or subject.

5. Current Quarterly Report.

6. Schedule and materials planned for the February Inservice.

7. Copies of all printed materials:
   1. Career Education newsletters
   2. Local press articles
   3. School District newsletters

8. Minutes of community advisory committee meetings.

9. Minutes of the curriculum advisory committees.

10. Copies of all research materials.

BM

APPENDIX C

Questions on Staff Development

Administration Development

Student Development

Resources Development

TIGARD SCHOOL DISTRICT 23J

Templeton Elementary School — Twality Junior High School

Interim Assessment

February, 1972

Instructional Program

SAMPLE QUESTIONS

(To Be Used in Interviews with Administration)

(Students — Staff)

ADMINISTRATION:

1. Has there been any difference in the over-all student attitudes this year?

   In your opinion, how does the career awareness-exploratory program fit into this difference?

2. What steps have you taken to insure that the community is being fully utilized by the schools as a source of information for the career service center, a source for consultants, and field trip stations?

3. How do you plan to evaluate the career awareness-exploratory program on Inservice day?

STUDENT:

1. In what way have you participated in the career or exploratory program?

2. What field trips have you taken?

3. In what way have you helped plan the program you are now involved in?

Sample Questions-Cont'd

STAFF:

1. What is meant by the term "Career Awareness-Exploratory"?

2. What are some of the career awareness-exploratory activities you have engaged in this year?

   What are some of the career awareness-exploratory activities you are now doing?

   What kinds of career awareness-exploratory activities do you plan to use?

3. Do you feel there is a difference in the students' responses as opposed to the first of the year?

4. Do you use the CAP Guide?

   How has it helped you in your teaching of the career awareness-exploratory program this school year?

STAFF DEVELOPMENT

Goal: Evaluate Tigard Awareness and Exploratory Project

Objectives:

1. Collect and interpret written data provided from the Teacher Survey, Student Expectations Survey, Quarterly Reports, and the Log.
2. Interview in depth at least ten teaching staff members.
3. Interview at least twenty students with at least two represented from each grade level.
4. Interview at least two administrators.
5. Interview at least one parent.
6. List and interpret subjective judgements made by the observer with emphasis thru informal observation.
7. Interview Larry Veal and Mark Green on evaluation model and activities.

We have identified 17 items from the Tigard Data Matrix that deal with staff development. The following questions are indicative of the type to be asked and will cover and go beyond the data matrix.

Staff:

1. What evaluation instruments have been developed? Did you help in the development? Were the outcomes significant?
2. What guidelines have you been given for revising and re-writing the career model?
3. What evidence do you have that your ideas and concerns have been transmitted to the project coordinator?
4. What are the phases of the awareness process?

Student:

1. In what way have you participated in the career or exploratory program?
2. What field trips have you taken?
   What jobs did you study from your field trips?

3. What jobs are available in the school?

4. In what way have you helped plan the program in which you are now involved?

Facility:

1. Does the facility support your program?

2. What changes would you suggest within your room to allow you to do a better job?

3. How is your building utilized for career awareness or exploratory programs?

Administration:

1. Do you have assigned career coordinators that teach part-time?

2. How involved is your staff in designing, evaluating, and implementing the awareness or exploratory program?

3. What percentage of meeting time is dedicated to awareness or exploratory areas?

4. What impact have you seen that the awareness or exploratory program has had on your staff?

Suggested time schedules for February 2nd and 3rd.

8:00 - 10:00	Staff interviews
10:00 - 11:00	Administration interviews
11:00 - 12:00	Students (Primary 5 - 10)
12:00 - 1:00	Lunch at school
1:00 - 2:00	Students (intermediate 5 - 10)
2:00 - 4:00	Staff interviews
4:00 - 6:00	Meeting of observation team - Tuesday only
6:00 - 10:00	Dinner and discussion with identified teachers Tuesday only

ADMINISTRATION

Goal:

Assessment of the Tigard Career Awareness and Exploratory Project.

Objectives:

1. Interview the administrators involved from the central administration office.
2. Interview in depth the principals representing the schools involved.
3. Interview the project director.
4. Interview the guidance coordinator.
5. Interview at least three appointed career leaders from the two schools.
    a. one from the primary grades
    b. one from the intermediate grades
    c. one from the junior high level
6. Interview the media-specialist.
7. Assess the Quarterly Report and the log.

STAFF:

1. What steps have been taken to provide for a functioning community advisory committee? A curriculum advisory committee?

2. What provisions have been made for teachers to research other schools where career awareness - exploratory programs exist?

3. What provisions have been made for teachers to attend conferences, seminars and/or workshops concerning career education?

4. What problems have you observed teachers experiencing in conjunction with the career education program and its implementation into the curriculum?

5. Has adequate inservice-followup, supervision-followup and ultimately evaluation-followup taken place and how effective has it been?

6. Have your counselors been gainfully involved in the career program?

Staff con't

7. Define the role of the counselor in career education as you perceive it.

STUDENT:

1. Has there been any observeable difference in the over-all student attitudes this year? In your opinion, how has the career awareness - exploratory program affected these attitudes?

2. Are there outstanding student behaviors noticed that are due to the addition of career education to the curriculum?

3. Has career education made the curriculum more relevant to some students? Explain your comment.

4. Does the Glasser program and the career awareness program reinforce one another?

5. Have meaningful fieldtrips been provided for the students? Are the number of fieldtrips sufficient?

RESOURCES:

1. What method did you use to survey the community in identifying the career aspects to be utilized in the schools?

2. What steps have you taken to insure that the community is being fully utilized by the schools as a source of information for the career service center, a source of consultants, and fieldtrip information?

3. To what extent do you feel the community has been involved?

4. Has a career service center been developed and is it functional for student and staff use?

5. Do the facilities hinder the career program in any way?

INSTRUCTIONAL PROGRAM:

1. What are the priorities in the career awareness - exploratory program as you see them?

Instructional Programs con't

2. If you could begin the project again, what refinements would you make?

3. What programs are currently included within the curriculum that are either related to or complement the career education program? Explain the relationship.

ADMINISTRATION:

1. Has the summer inservice been evaluated as to the methodology utilized to make the program meaningful to those participating?

2. Was the pre-school inservice session successful as fas as the total staff was concerned?

3. What research has been initiated to provide for a better program at both the awareness and exploratory levels?

4. What is the role of the school principal?

Administration con't

5. What is the role of the project director?

6. How has supervision been provided for at the elementary and junior high levels? Was there a planned sequence of supervisory events to be met? Did adequate follow-up transpire following the supervision act?

7. How much time do you allot to the career program? Explain your answer in terms of a part of a day, week or month. How much time is allocated to the awareness program, exploratory program, staffing, community, supervision, inservice, and evaluation?

8. How successful has the articulation process been?
   a. articulation between grade levels
   b. articulation between departments
   c. articulation between schools

9. Who presently serves on the evaluation committee?

10. Has an evaluation model been accepted by the committee? How do you plan to implement this model?

RESOURCES

(Sample Questions)

Goal: Assessment of the Tigard Career Awareness and Exploratory Project.

Objectives:

(1) Evaluate with personal interview with staff, students, administration, and community.

(2) Evaluate with written data.

(3) Evaluate with observers subjective judgement.

Strategy: We have identified a minimum of 18 items in the Data Matrix. The following questions relate to these items and will be referred to in the personal interview between school personnel, students, community, and the observer.

1. How useable is the guide developed for teachers during 1971 summer? Goals, objectives, activities, resources, and materials?

2. Has the student received "enrichment" through the general curriculum? How? What is enrichment? Who is responsible?

3. Has the district informed members of the community about careers through the local press, district newsletters, and career newsletter? Accessible?

4. Has the list been compiled of field trip stations, consultants, and sources of information? Useable?

5. What is a Career Service Center? What is in it? Who uses it? How is it used?

RESOURCES-Cont'd

Inservice Committee:

1. How were you involved in the pre school inservice?

Students:

1. Have you had guest speakers on jobs or careers? Name some.

2. What activities in the classroom help you learn about jobs?

Administration:

1. How was the High School involved in the planning of the proposal and the project?

2. Who designed the summer inservice program? How successful was it? Was it evaluated? By whom?

3. If you had this to do all over again what changes would you make?

Counselor:

1. Have you developed the Career Service Center?

2. How did you provide individual and group guidance on careers?

3. How has careers been infused into your counselor's role?

RESOURCES-Cont'd

Staff:

1. What activities have you been engaged in that involves careers?

2. Do you feel there is a difference in students from last year because of the career awareness program?

3. What evidence is there that your ideas and concerns have been transmitted to the project director?

APPENDIX D

Staff Surveys and Priorities

Staff Survey

1. I am able to identify my role in the Career Awareness process as it relates to other people and programs.

   14 Yes 18 Uncertain 11 No

2. I am able to describe my role in the Career Awareness process so that others can paraphrase that description.

   12 Yes 15 Uncertain 14 No

3. I am able to identify available relevant Career Awareness resources.

   25 Yes 11 Uncertain 7 No

4. I am able to demonstrate a positive understanding toward the Career Awareness process by integrating career awareness activities into subject areas.

   16 Yes 14 Uncertain 7 No

5. I am able to demonstrate a positive commitment toward the Career Awareness process by integrating career awareness activities into subject areas.

   18 Yes 17 Uncertain 8 No

6. I am able to demonstrate a positive attitude toward the Career Awareness process by integrating career awareness activities into subject areas.

   23 Yes 15 Uncertain 8 No

7. I am able to demonstrate an acceptance of values other than my own.

   34 Yes 6 Uncertain 1 No

8. I am able to allow each student an opportunity to express himself regardless of his value system.

   36 Yes 4 Uncertain 1 No

9. I am able to demonstrate a natural love for students through positive interaction.

   30 Yes 9 Uncertain 1 No

10. I am able to draw support from the community by demonstrating support of the Career Awareness process.

    14 Yes 25 Uncertain 3 No

Staff Survey, Cont.

11. Given the opportunity to make use of the total physical plant, I am able to demonstrate mobility.

30 Yes 7 Uncertain 4 No

12. I am able to recognize the need for and locate personal space for myself and others.

26 Yes 12 Uncertain 5 No

13. I am able to recognize and meet the psychological needs of myself and others.

23 Yes 16 Uncertain 2 No

14. I am able to recognize and meet the physiological needs of myself and others.

26 Yes 16 Uncertain 2 No

15. I view our building as a place where I can plan and discuss the Career Awareness process.

25 Yes 15 Uncertain 3 No

16. I feel I will be able to go to another staff member and get help in planning or understanding my role in the Career Awareness process.

26 Yes 14 Uncertain 2 No

D-2

TIGARD SCHOOL DISTRICT 23J

Templeton Elementary School — Career Awareness

Staff Survey

1. I am able to identify my role in the Career Exploratory process as it relates to other people and programs.

   8 Yes 1 Uncertain ____ No

2. I am able to describe my role in the Career Exploratory process so that others can paraphrase that description.

   8 Yes ____ Uncertain ____ No

3. I am able to identify available relevant Career Exploratory resources.

   7 Yes 1 Uncertain 1 No

4. I am able to demonstrate a positive understanding toward the Career Exploratory process by integrating career exploratory activities into subject areas.

   9 Yes ____ Uncertain ____ No

5. I am able to demonstrate a positive commitment toward the Career Exploratory process by integrating career exploratory activities into subject areas.

   8 Yes ____ Uncertain ____ No

6. I am able to demonstrate a positive attitude toward the Career Exploratory process by integrating career exploratory activities into subject areas.

   4 Yes ____ Uncertain ____ No

7. I am able to demonstrate an acceptance of values other than my own.

   4 Yes ____ Uncertain ____ No

8. I am able to allow each student an opportunity to express himself regardless of his value system.

   4 Yes ____ Uncertain ____ No

9. I am able to demonstrate a natural love for students through positive interaction.

   4 Yes ____ Uncertain ____ No

10. I am able to draw support from the community by demonstrating support of the Career Exploratory process.

    9 Yes ____ Uncertain ____ No

D-3

Staff Survey, Cont.

11. Given the opportunity to make use of the total physical plant, I am able to demonstrate mobility.

8 Yes ____ Uncertain ____ No

12. I am able to recognize the need for and locate personal space for myself and others.

4 Yes ____ Uncertain ____ No

13. I am able to recognize and meet the psychological needs of myself and others.

4 Yes ____ Uncertain ____ No

14. I am able to recognize and meet the physiological needs of myself and others.

4 Yes ____ Uncertain ____ No

15. I view our building as a place where I can plan and discuss the Career Exploratory process.

8 Yes ____ Uncertain ____ No

16. I feel I will be able to go to another staff member and get help in planning or understanding my role in the Career Exploratory process.

7 Yes ____ Uncertain ____ No

TIGARD SCHOOL DISTRICT 23J

Templeton Elementary
Career Awareness

Priorities:

1. To find some success in work and play.

   Children can recognize dignity of all jobs.

   Students will be able to describe the career of their own family members.

   To learn the meaning of work; why we work; to learn the necessity and respectability each job needs to possess.

2. To learn to work and play with other people—social growth.

   Children are aware of parents' occupations.

   The student will be able to identify aesthetic and material values of careers.

   Know the roles parents' jobs play in their community.

3. Be responsible for his actions.

   Recognize a variety of jobs within our community.

   The students will be able to identify certain tools related to careers.

   To know the responsibilities involved in their parents' work.

4. Become more aware of world around him.

   Every job has responsibilities—they also have responsibilities as second graders.

   Students will be able to name a career that involves the individual and list the requirements needed to make him operate effectively.

   Students will be able to identify 5 jobs related to the industries of Oregon.

   To know the responsibilities, opportunities, training needed in at least five occupations located in their community.

5. Learn something that may interest him by inquiry, exploration.

Students will be able to locate and present description of careers in their own community.

Students will become aware of the importance of individual jobs in the making of a product.

To understand that all jobs carry with them advantages and disadvantages.

TIGARD SCHOOL DISTRICT 23J

Tuality Junior High
Career Exploratory

Priorities:

1. Responsibility.

   Respect for others.

   To try — use of effort.

   Ability to follow instructions.

   To develop into whole people.

   Respect authority.

   Able to communicate effectively.

   Desire to learn.

   Students gain and apply knowledge to everyday situations.

   Expect each student to be willing to examine his self-image and decide if there is anything he would like to change.

   Student should be able to use mathematical terms to communicate with others.

   To like themselves unconditionally.

   Students should maintain self-discipline to the point where they are not disrupting the class in any way.

   Productive behavior.

   Of "children" 14 and 15, I expect an almost exclusive interest in themselves and all matters which involve them.

   Develop a healthy attitude toward work in and out of the classroom.

   To become aware that there are thousands of possible career opportunities.

   Students should exhibit some desire to learn the things they feel will benefit them.

D-7

2. Honesty

Co-operation

Ability to accept responsibilities.

Respect for property of others.

Free expression

Demonstrate learning by turning in assigned work.

To express themselves in various ways

Willingness to understand others

Curiosity of the unknown.

Respect rules and the reason for them.

Students learn to communicate and work well with others.

Be able to become conscious of values, including education and living with others.

I expect each student to work at "having warm regards" toward himself and others.

Students should be able to grasp the mathematical concepts involved.

To feel at all times comfortable in my class regardless of past experiences.

I expect children to have individual goals, levels, and expectations.

Work.

Each student will demonstrate or produce some evidence of learning, daily.

I expect a certain disillusionment with and in adults and their broken promises; with and in the schools which have harmed and deluded them.

To explore briefly several career opportunities.

Develop an ability to work within the structure of the environment in which they find themselves.

Priorities:

Twality Junior H.S.
Career Exploratory

3. Productive use of time.

Reliability

Follow directions.

Exploration with open mind.

Show consideration to peers by respecting rights of others.

To feel.

Reasonable resistence to learning techniques.

Willingness to try.

Sense of self-pride.

To be able to learn what is expected of them in lmost situations and behave accordingly.

Have pupils learn importance of school, its aims, goals, and objectives, methods.

I expect each student to attempt formulation of his own opinions instead of being apathetic or automatically accepting someone else's.

The students should be able to relate math to life; where math is needed.

Some degree of commitment--either to school, to home, or to some hobby or interest.

Respect of school property.

I expect children to learn at their own rate of speed and comprehension.

To learn moderation in most things and lead a balanced life.

Respect of school property.

Students should be able to begin long-term assignments and carry through the completion of the assignment.

To share career explorations with other students and, in this way, gain exposure to careers they didn't actually investigate.

TIGARD SCHOOL DISTRICT 23J

Twality Junior H. S.
Career Exploratory

Priorities:

3.-Cont'd Students will explore many careers in shop as to a potential life role, i.e., vocations or avocations.

I expect a need for freedom of opinion and feeling and self-organization of learning priorities.

Performance.

Safety in and out of classrooms.

-40

TIGARD SCHOOL DISTRICT 23J

Twality Junior H. S.
Career Exploratory

Priorities:

4. Self Discipline.

Self reliance.

Good use of time.

Curiosity.

To take pride in achieving a goal.

Respect for others' rights.

Willingness to accept responsibility or learn responsibility.

Cooperation with classmates and teachers.

Good grooming.

Commitment.

To have success reachable.

I expect children to have individual hangups and group hangups.

Each student should come to class on time with proper materials.

Proper language.

Enthusiasm.

To explore a career in depth and in this way learn how to investigate a possible career choice.

Good attendance.

Listen to another express himself fully before you interrupt or disagree.

Honesty.

A desire to learn what the teacher chooses for him to learn.

Follow the rules of classroom and society.

D-1

Priorities:

5. Self respect.

Attendance and punctuality.

To work toward acceptance of responsiblity.

To want understanding and respect as an individual.

The need to learn and ability to comprehend.

To have an epistemic curiosity about the world around them.

Ability to get along with other people.

Willingness to respect other people and their possessions.

I expect each student to respect the physical facilities, i.e., keep the room clean.

A level of maturity equal to their age.

To have relevant hands-on experiences.

I expect children to have a certain amount of personal frustration from day-one, because past experiences have not been fulfilled.

Enthusiasm for learning.

A willingness to try over and over again with the conviction that they will eventually succeed.

Dependability

To learn moderation in most things and lead a balanced life.

To evaluate the findings from a career exploration and either know they want to explore it further, keep it in mind as a possible career, or know they do not want to explore it further.

Every student should be given the opportunity to express a point of view.

Of "children" in school, I expect some to survive and others to 'fail' and as long as we have compulsory prescribed education I expect all to be harmed in some way

Twality Junior H. S.
Career Exploratory

Priorities:

5. (Cont'd) Develop the ability to critically analyze material and draw conclusions that are valid in his situation.

D-13

APPENDIX E

Administrative

Summary - Elementary Career Education Program

Summary - Junior High Career Education Program

ELEMENTARY CAREER EDUCATION PROGRAM

SUMMARY

The assessment team feels the following areas are definite strengths in the present program.

ELEMENTARY

1. The elementary staff is enthusiastic about the career awareness project.
2. There are elementary staff members that have displayed exemplary leadership qualities in the project.
3. Elementary school students display a positive attitude toward the project.
4. Many activities have been provided: i.e., unit development, visitors, PSO meetings, field trips, etc.

JUNIOR HIGH SCHOOL

1. The English Department has had units of learning in career exploration for the past two years.
2. The Math Department has developed materials that are conductive to the exploratory program but need funds for hardware. If these funds are made available, the Math Department will be able to develop slide-tape resources for the career exploratory program.
3. The staff at the Junior High have the essential ingredients of leadership required to continue developing a career exploratory program.
4. Special education students are involved in jobs in the school that provides a constructive learning experience.
5. The initial involvement of the Home Economic Department with the elementary school is a plus factor and could be implemented in other areas.

The assessment team feels that attention to the following areas would prove beneficial to the project.

1. Job responsibility or role definition for the following with regard to the project.

   (a) Teacher
   (b) Department Head
   (c) Librarian
   (d) Assistant Project Director
   (e) Principal
   (f) Project Director
   (g) Assistant Superintendent
   (h) Superintendent

2. Identify target or priority areas and develop strategies for implementation.

3. Provide methods for clarifying with staff the various roles and responsibilities of administrators who are involved in the project.

4. Develop and use of evaluation tools for the following areas:

   (a) Pre and post test instruments for career education components.
   (b) In-Service meetings.
   (c) Student designed evaluation instruments.
   (d) Student feedback.

5. Provide project team information as:

   (a) Explanation of role and function of project teachers.
   (b) Identification of project team members.
   (c) Design and implement methods for improved team coordination.

ELEMENTARY CAREER EDUCATION PROGRAM---STAFF

STAFF DEVELOPMENT

A. Findings--- Based on 57 contact interviews with the elementary staff the following findings are presented.

1. The many diversified programs that each team of teachers is involved with seems to be indicative of their desire to carry out a positive program. The teachers are involved in carrying out their various projects. (e.g., Sales Dept., Corporation, Home Construction Unit, Class Meetings, Dairy Farm Field Trips, Human Resources etc.)

2. The staff has used the objectives in the guide developed last summer to help them write their instructional units.

3. Through interviewing, it became apparent the teachers have many active and searching questions to ask about their program. A general consensus was reached by the interviewer that the staff needed to:

   (a) Utilize members of their own staff more effectively.
   (b) Obtain release time to find out what was going on outside of the building.
   (c) Understand or develop the direction of the program because they were not aware of the program direction.
   (d) Keep the program as an awareness component.
   (e) Obtain more involvement in planning in-service to bring about a greater degree of staff involvement.

4. PSO program tended to bring the staff together and each grade shared what their activities would be for the year. It appeared that the staff had almost total involvement in the manner of presentation to the PSO and that they felt positive about their involvement.

5. Some of the team leaders felt a need to expand their program to the other life roles beside vocations. Most of the staff interviewed wished to continue the program next year.

6. The majority of teachers interviewed use Glasser's approach as a natural setting for discussion on career awareness. Careers are coming up in the meetings where last year, it was not evident.

7. One instructional grade level team gave a pre-post test on occupations in the home construction unit.

8. A survey was implemented throughout the school and all of the children's parents occupations are listed for future resource speakers.

9. The elementary staff is enthusiastic. Their interest in the program is reliant upon involvement of people, staff planning their own program and funds are necessary initially to allow for exploration and development. Further development will occur naturally from this point on.

B. Needs---Based upon interviews with staff and the review of quarterly reports and other information, the following needs of the Elementary Career Education Project are identified.

1. There is a need for greater identification and utilization of resources, both in the building and community special attention should be A-V resources, especially video-tapes, and availability of field trip opportunities.

Alternative Strategies:

2. There is a need for sharing ideas and being aware of what other instructional grade level teams are doing in careers in the elementary school.

Alternative Strategies:

3. There is a need for teacher developed evaluation tools and consistent baseline data collection.

Alternative Strategies:

STAFF NEEDS (Both Elementary and Junior High)

1. There is a need to communicate to staff how money is spent on the program.
   Alternative Strategies

2. There is a need for greater staff involvement in planning in-service days.
   Alternative Strategies

3. There is a need to clarify the function of the career service center.
   Alternative Strategies

4. There is a need to provide greater opportunity for students to make suggestions about the program's effect and direction.

   Alternative Strategies

5. There is a need for coordination between the elementary library, the junior high library, and the career service center.

   Alternative Strategies

6. There is a need for greater opportunity for staff involvement in the planning and development of career education proposals.

   Alternative Strategies

7. There is a need to develop the career service center.

   Alternative Strategies

PROGRAM DEVELOPMENT

A. Findings---Based upon 57 contact interviews with elementary staff and with 44 students, the following findings concerning the Elementary Career Education Program development are presented.

1. The amount of interaction among students involving job naming has been facilitated by their involvement in class meetings.

2. The assessment team found that students have a knowledge of job awareness concepts.

3. Students are taking initiative to indirectly influence class activities, class meetings, and total school activities.

4. The students have become more interested in the standard curriculum due to some practical applications as to careers for the future.

5. The programs are more people oriented rather than product oriented. The staff and students are becoming more concerned about the jobs involved, who makes the product, their life style, rather than the value of the product.

B. Needs---

TEMPLETON ELEMENTARY SCHOOL

Student Expectation Priorities Listing

What do you expect of children? Identify five priorities:

1. To find some success in work and play.
   Children can recognize dignity of all jobs.
   Students will be able to describe the career of their own family members.
   To learn the meaning of work: why we work: to learn the necessity and respectability each job needs to possess.

2. To learn to work and play with other people--social growth.
   Children are aware of parents' occupations.
   The student will be able to identify aesthetic and material values of careers.
   Know the roles parents' jobs play in their community.

3. Be responsible for his actions.
   Recognize a variety of jobs within our community.
   The students will be able to identify certain tools related to careers.
   To know the responsibilities involved in their parents' work.

4. Become more aware of world around him.
   Every job has responsibilities-- they also have responsibilities as second graders.
   Students will be able to name a career that involves the individual and list the requirements needed to make him operate effectively.
   Students will be able to identify 5 jobs related to the industries of Oregon.
   To know the responsibilities, opportunities, training needed in at least five occupations located in their community.

5. Learn something that may interest him by inquiry, exploration.
   Students will be able to locate and present description of careers in their own community.
   Students will become aware of the importance of individual jobs in the making of a product.
   To understand that all jobs carry with them advantages and disadvantages.

JUNIOR HIGH CAREER EDUCATION PROGRAM

SUMMARY

The assessment team feels the following areas are definite strengths in the present program.

ELEMENTARY

1. The elementary staff is enthusiastic about the career awareness project.
2. There are elementary staff members that have displayed exemplary leadership qualities in the project.
3. Elementary school students display a positive attitude toward the project.
4. Many activities have been provided; i.e., unit development, visitors, PSO meetings, field trips, etc.

JUNIOR HIGH SCHOOL

1. The English Department has had units of learning in career exploration for the past two years.
2. The Math Department has developed materials that are conductive to the exploratory program but need funds for hardware. If these funds are made available, the Math Department will be able to develop slide-tape resources for the career exploratory program.
3. The staff at the Junior High have the essential ingredients of leadership required to continue developing a career exploratory program.
4. Special education students are involved in jobs in the school that provides a constructive learning experience.
5. The initial involvement of the Home Economic Department with the elementary school is a plus factor and could be implemented in other areas.

The assessment team feels that attention to the following areas would prove beneficial to the project.

1. Job responsibility or role definition for the following with regard to the project.

   (a) Teacher
   (b) Department Head
   (c) Librarian
   (d) Assistant Project Director
   (e) Principal
   (f) Project Director
   (g) Assistant Superintendent
   (h) Superintendent

2. Identify target or priority areas and develop strategies for implementation.

3. Provide methods for clarifying with staff the various roles and responsibilities of administrators who are involved in the project.

4. Develop and use of evaluation tools for the following areas:

   (a) Pre and post test instruments for career education components.
   (b) In-Service meetings.
   (c) Student designed evaluation instruments.
   (d) Student feedback.

5. Provide project team information as:

   (a) Explanation of role and function of project teachers.
   (b) Identification of project team members.
   (c) Design and implement methods for improved team coordination.

JUNIOR HIGH CAREER EDUCATION PROGRAM

STAFF DEVELOPMENT

A. Findings---Based upon 52 contact interviews with Junior High staff, the following findings are presented.

1. Evaluation instrument used by the English Department showed 90% of the students in ninth grade were pleased with the class. The 10% who did not respond positively were those who did not participate in the program so their response should not be construed as negative.

2. Many of the staff members felt they work well with each other, but only on those career projects they feel are worthwhile. Some of the staff wished to continue the program after they received some reaction from the students.

3. The English Department is implementing a program where students may take four-week or nine-week courses.

4. The articulation between the Home Economics Department and the elementary school has been a positive endeavor.

5. The effort put forth by individual staff members in certain content areas should prove to be a catalyst for future implementation.

6. The amount of software resources available in career exploration has been increased.

7. The development of video-tapes has shown an openness of staff members to explore new approaches to curriculum processes.

8. The feedback given students on the OVIS testing has been a result of the guidance of the counseling center.

B. Needs---

1. There is a need to continuously check and compare perceptions of students and teachers regarding the extent of emphasis on the career education program.

Alternative Strategies:

2. There is a need for some junior high staff members to communicate effectively about their concerns as they relate to the career exploratory program.

Alternative Strategies:

E-12

STAFF NEEDS (Both Elementary and Junior High)

1. There is a need to communicate to staff how money is spent on the program.
   Alternative Strategies

2. There is a need for greater staff involvement in planning in-service days.
   Alternative Strategies

3. There is a need to clarify the function of the career service center.
   Alternative Strategies

4. There is a need to provide greater opportunity for students to make suggestions about the program's effect and direction.

   Alternative Strategies

5. There is a need for coordination between the elementary library, the junior high library, and the career service center.

   Alternative Strategies

6. There is a need for greater opportunity for staff involvement in the planning and development of career education proposals.

   Alternative Strategies

7. There is a need to develop the career service center.

   Alternative Strategies

E-4

PROGRAM DEVELOPMENT

A. Findings---Based on 52 contact interviews with staff and 37 contact interviews with students the following findings are presented.

1. Students are having some exposure to the "Career Exploratory Program" in grades 7 through 9.

2. Students gave the impression that they are interested in participating in the career-exploratory program.

3. Students indicated that they are receiving career-exploratory guidance.

4. Students feel that the career-exploratory program is helpful.

B. Needs---

1. There is a need to make available to students a variety of student materials in the Career Service Center.

Alternative Strategies:

2. Students have identified the need for career education to be functional. (Functional for the student means "now").

Alternative Strategies:

TWALITY JUNIOR HIGH SCHOOL

Student Expectation Priorities Listing

What do you expect of children? Identify five priorities:

1. Responsibility.
   Respect for others.
   To try--use of effort.
   Ability to follow instructions.
   To develop into whole people.
   Respect authority.
   Able to communicate effectively.
   Desire to learn.
   Students gain and apply knowledge to everyday situations.
   Expect each student to be willing to examine his self-image and decide if there is anything he would like to change.
   Student should be albe to use mathematical terms to communicate with others.
   To like themselves unconditionally.
   Students should maintain self-discipline to the point where they are not disrupting the class in any way.
   Productive behavior.
   Of "children" 14 and 15, I expect an almost exclusive interest in themselves and all matters which involve them.
   Develop a healthy attitude toward work in and out of the classroom.
   To become aware that there are thousands of possible career opportunities.
   Students should exhibit some desire to learn the things they feel will benefit them.

2. Honesty.
   Co-operation.
   Ability to accept responsibilities.
   Respect for property of others.
   Free expression.
   Demonstrate learning by turning in assigned work.
   To express themselves in various ways
   Willingness to understand others.
   Curiosity of the unknown.
   Respect rules and the reason for them.
   Students learn to communicate and work well with others.
   Be able to become conscious of values, including education and living with others.

I expect each student to work at "having warm regards" toward himself and others.
Students should be able to grasp the mathematical concepts involved.
To feel at all times comfortable in my class regardless of past experience.
I expect children to have individual goals, levels, and expectations.
Work.
Each student will demonstrate or produce some evidence of learning, daily.
I expect a certain disillusionment with and in adults and their broken promises; with and in the schools which have harmed and deluded them.
To explore briefly several career opportunities.
Develop an ability to work within the structure of the envoronment in which they find themselves.

3. Productive use of time.
Reliability.
Follow directions.
Exploration with open mind.
Show consideration to peers by respecting rights of others.
To feel.
Reasonable resistence to learning techniques.
Willingness to try.
Sense of self-pride.
To be able to learn what is expected of them in most situations and behave accordingly.
Have pupils learn importance of school, its aims, goals, and objectives, methods.
I expect each student to attempt formulation of his own opinions instead of being apathetic or automatically accepting someone else's.
The students should be able to relate math to life: where math is needed.
Some degree of commitment--either to school, to home, or to some hobby or interest.
Respect of school property.
I expect children to learn at their own rate of speed and comprehension.
To learn moderation in most things and lead a balanced life.
Respect of school property.
Students should be able to begin long-term assignments and carry through the completion of the assignment.
To share career explorations with other students and, in this way, gain exposure to careers they didn't actually investigate.
Students will explore many careers in shop as to a potential life role, i.e., vocations or avocations.
I expect a need for freedom of opinion and feeling and self-organization of learning priorities.

3. Contd.
Performance.
Safety in and out of classrooms.

4. Self discipline.
Good use of time.
Curiosity.
To take pride in achieving a goal.
Respect for others' rights.
Willingness to accept responsibility or learn responsibility.
Cooperation with classmates and teachers.
Good grooming.
Commitment.
To have success reachable.
I expect children to have individual hangups and group hangups.
Each student should come to class on time with proper materials.
Proper language.
Enthusiasm.
To explore a career in depth and in this way learn how to investigate a possible career choice.
Good attendance.
Listen to another express himself fully before you interrupt or disagree.
Honesty.
A desire to learn what the teacher chooses for him to learn.
Follow the rules of classroom and society.

5. Self respect.
Attendance and punctuality.
To work toward acceptance or responsibility.
To want understanding and respect as an individual.
The need to learn and ability to comprehend.
To have an epistemic curiosity about the world around them.
Ability to get along with other people.
Willingness to respect other people and their possessions.
I expect each student to respect the physical facilities, i.e., keep the room clean.
A level of maturity equal to their age.
To have relevant hands-on experiences.
I expect children to have a certain amount of personal frustration from day-one, because past experiences have not been fulfilled.
Enthusiasm for learning.
A willingness to try over and over again with the conviction that they will eventually succeed.
Dependability.

E-E

5. Contd.

To learn moderation in most things and lead a balanced life.

To evaluate the findings from a career exploration and either know they want to explore it further, keep it in mind as a possible career, or know they do not want to explore it further.

Every student should be given the opportunity to express a point of view.

Of "children" in school, I expect some to survive and others to "fail" and as long as we have compulsory prescribed education I expect all to be harmed in some way.

Develop the ability to critically analyze material and draw conclusions that are valid in his situation.

ADMINISTRATIVE

TOP LEVEL PROJECT FINDINGS

Based on four contact interviews with elementary administrators, eight contact interviews with junior high school administrators, and nine contact interviews with central office administrators, the following findings are presented:

1. A pilot program in Career Awareness and Exploration was written and submitted on the request of the CBE.

2. Field trips for students at both elementary and junior high were provided.

3. Research is being conducted through the Far West Lab, the Northwest Lab, the Oregon Board of Education is conducting an E.R.I.C. search, and the research compilation of the Tigard Elementary Awareness project. To further develop the pilot program, the girl's role in careers and the role of the counselor is also being researched.

4. The Robert Stake Congruency Model has been chosen as an evaluation model.

TOP LEVEL PROJECT NEEDS

1. There is a need to define the role of the project director.

2. There is a need to define the role of the project director as it relates to his other responsibilities in the school district.

3. There is a need to define the role of the guidance coordinator (counselor).

4. There is a need for direction and supervision (of staff?)

5. There is a need for the project director to define his time allotments.

6. There is a need to define the role of the assistant project director.

F-2c

7. There is a need to define the role of the two principals involved in the project.

8. There is a need for more articulation process between grade levels, departments, and schools.

9. There is a need for adequate time allotments for administration and staffs to plan and develop their building programs.

10. There is a need for awareness at both the junior high school and the elementary school of the burden of beginning new programs.

SCHOOL LEVEL FINDINGS

Based on four contact interviews with elementary administrators, eight contact interviews with junior high school administrators, and nine contact interviews with central office administrators, the following findings are presented:

1. The staff has been able to visit other districts where career projects exist.

2. Some individuals and groups of staff are enthusiastic about implementing the program into the curriculum.

3. Student attitudes and performance in basic subject areas have improved due to the fact that the subject matter is more meaningful and relevant through focusing it around a career awareness and exploratory theme.

4. Due to the career awareness and exploratory programs, realistic careers are now being discussed.

5. The Career Awareness Program has made the curriculum more relevant to many. The students have become more interested in the curriculum due to some practical applications as to careers for the future.

6. The community has been surveyed on a personal basis... business to business, utilizing student registration forms denoting occupations of parents, and questionnaire form for the Career Awareness Program.

7. The community is utilized as a source of consultants, resource speakers, and field trip stations.

E-2

4. Programs already implemented:

Elementary - (1) The Templeton Investment Corporation, (2) The Glasser Program, and (3) The Mini-courses.

Junior High - (1) S.W.I.T.C.H. Program, (2) The Glasser Program (limited), (3) The Industrial Arts Program, and (4) The Homemaking Program.

SCHOOL LEVEL NEEDS

PROJECT LEVEL FINDINGS

Based on four contact interviews with elementary administrators, eight contact interviews with junior high school administrators, and nine contact interviews with central office administrators, the following findings are presented:

1. The four week summer in-service was a training session and a survey was constructed and implemented.

2. The teacher-planned, pre-service session was constructed and implemented.

3. A vocational advisory committee has been formulated. The Committee's goals are program planning and development.

4. A Career Service Center has been initiated at the junior high.

PROJECT LEVEL NEEDS

1. There is a need for the development of a functioning vocational advisory committee.

2. There is a need for more hardware and software in the Career Service Center.

3. There is a need for the Career Service Center to serve both the elementary school and the junior high school.

4. There is a need for the Career Service Center to become functional.

5. There is a need to involve staff in the planning of the in-service.

6. There is a need to make time and funds available for staff to visit other, like and unlike, programs.

7. There is a need to help staff gain knowledge about specific careers.

8. There is a need for coordinated equipment and resources to make program realistic.

9. There is a need for communication between any combination of the following: Central office, project director, principal, staff.

EVALUATION ACTIVITY PLAN

Career Education Project

SAVE Project Tigard School _____ Date

	WHAT	WHO	WHEN	REMARKS
	Administrative Objectives			
1.	Develop job descriptions (T-1, T-2, T-3, T-5, T-6, T-7)		Begin_____ End_____	
2.	Provide staff with time for program planning, program implementation and visitations. (T-9, T-10, P-5, P-6, P-7)		Begin_____ End_____	
3.	Organize project team for communication, supervision, and articulation. (T-4, T-8, P-9)		Begin_____ End_____	
4.	Develop career service center-(Hardware, software, usage) (P-2, P-3, P-4)		Begin_____ End_____	
5.	Strengthen advisory committee. (P-1,)		Begin_____ End_____	

APPENDIX F

Inservice Agenda

Workshop Report on Alternative Strategies

IN-SERVICE AGENDA

Twality - Templeton

February 21, 1972

GOAL - Review the assessment report with members of the assessment committee who will be prepared to answer questions, interpret, and enlarge upon suggestions made in the report so that we are able to see where we are in the project in order to facilitate planning during the rest of the project.

TEACHERS - Please study the assessment report prior to the first session on February 21, 1972.

Coffee and doughnuts will be available at 8:15 a.m. in your groups.

* 8:00 - 8:15 a.m. Lecture Room - instructions and introductions - Pete Taylor

* 8:15 - 8:45 a.m.

Group	Room	Facilitators	Assessor
1	32	Tunnell - Franzen	John Davies
2	31	Martin - Gettman	Jerry Spires
3	35	Furrer - Sterling	Darrell Jones
4	37	Brunea - Oyler	Jerry McBath

* 8:45 - 9:15 a.m.

1	32	Tunnell - Franzen	Jerry Spires
2	31	Martin - Gettman	Darrell Jones
3	35	Furrer - Sterling	Jerry McBath
4	37	Bruneau - Oyler	John Davies

* 9:15 - 9:45 a.m.

1	32	Tunnell - Franzen	Darrell Jones
2	31	Martin - Gettman	Jerry McBath
3	35	Furrer - Sterling	John Davies
4	37	Bruneau - Oyler	Jerry Spires

* 9:45 - 10:15 a.m.

1	32	Tunnell - Franzen	Jerry McBath
2	31	Martin - Gettman	John Davies
3	35	Furrer - Sterling	Jerry Spires
4	37	Bruneau - Oyler	Darrell Jones

* 10:15 - 10:45 a.m. Review - Pete Taylor - Lecture Room

* 11:00 - 12:00 a.m. Templeton faculty at Templeton with assessment committee

* 11:00 - 12:00 a.m. Twality faculty in library with Rudy Rojas

* 1:00 - 4:00 p.m. Twality staff will meet with department heads for in-service activities. Templeton staff will meet with team leaders for in-service activities.

Department and team activities are the responsibility of department heads and team leaders who will develop activities around curriculum planning, unit writing, resource development, or visitations.

In-Service Committee
Jan Sterling
Bill Harrold
Norm Oyler

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Tigard
SCHOOL DISTRICT 23J
ADMINISTRATION OFFICE
13137 S.W. PACIFIC HIGHWAY
TIGARD, OREGON 97223
Area Code (503) 639-3158

CAREER EDUCATION

March 6, 1972

The following is a compilation of alternative strategies developed by the Twality Junior High School staff and the Templeton Elementary School staff at district in-service, February 21, 1972.

These strategies were developed as suggestions of ways of meeting project restraints (needs) as defined by the interim assessment team as they reported in their preliminary report.

JUNIOR HIGH CAREER EDUCATION PROGRAM

STAFF DEVELOPMENT

B. Needs---

1. There is a need to continuously check and compare perceptions of students and teachers regarding the extent of emphasis on the career education program.

   Alternative Strategies

   1. Set aside time for interdisciplinary exchange of ideas and programs.
      a. Individuals
      b. Total staff
      c. Departments
   2. Interweave careers into program
   3. Departments need to be consulted more to aid other departments (supportive services).
   4. A central coordinating agency to establish articulation in grades 7, 8 and 9.
   5. One department (or person) coordinate program and continually take perception checks of student and teacher reaction to the program.
   6. We need variety - do something besides use the D.O.T. and do reports.
   7. How can I release kids for a day to look at jobs? Won't other teachers complain because I'm taking them from their class?
   8. Coordinate other departments on projects such as video tape.
   9. One department should emphasize careers, others should only be supportive. Perhaps the English department could have release time for coordinating. (Answer) We don't want it, we need to teach. Other departments could "cop out." (Answer) I don't agree. How can the English department coordinate it with all they do now? Perhaps use study period for coordinated projects. What if a kid is turned off by his English teacher?
   10. We need more communication between departments.
   11. Is the staff interested or disinterested?

2. There is a need for some junior high staff members to communicate effectively about their concerns as they relate to the career exploratory program.

   Alternative Strategies

   1. Principal, vice principal, and counselors take classes to allow teachers to visit other schools and discipline areas.
   2. Only hard work will allow coordination and correlation of programs.
   3. Make known to faculty of paid 1½ days for career education program.
   4. Each staff member report to faculty and OSB of their developments and implementations.
   5. Role definitions for people listed at the bottom of page 1, so teachers will know where to go for information or to voice an opinion.

6. With the role definitions - a list of career aspects that the individual thinks are important - listed in a priority ranking (at least for the administration and project heads).
7. Who do we go to for specific answers?
8. Teachers might perfer to decide which person they wish to work with.
9. We need someone to "go to" or "come to me". Tim and Francis are overloaded.
10. Extra Staff Meetings - Staff involvement with administration in planning of staff meetings. a. each level have a job role defined; b. extend work load on staff; c. write down commitment at each level, staff and administration, if one part fails to live up to their end of things, the other part will not live up to theirs.

STAFF NEEDS (Both Elementary and Junior High)

1. There is a need to communicate to staff how money is spent on the program.

Alternative Strategies

1. Print up budget for everyone to see.
2. Allow staff to be involved in decision of direction of money distribution.
3. Find out how flexible the budget is.
4. We want to know who is being paid for career ed. projects.
5. What % of their salary is for career ed.?
6. What % of their time is to be spent in career ed.?
7. What other jobs are they performing?

2. There is a need for greater staff involvement in planning in-service days.

Alternative Strategies

1. Staff involvement and degree of limitations need to be defined in planning.
2. Staff needs selection and alternatives for in-service.
3. Coordination with administration and staff would be helpful.
4. Elect a representative body to plan instead of Art choosing.
5. Representative group determine staff needs by asking the staff.
6. Give us the power to use the plan we make; quit interfering.
7. Find a way to evaluate our plans.
8. Let's have teachers stand together as a group and say, "either we plan it or we won't do it."

3. There is a need to clarify the function of the career service center.

Alternative Strategies

1. Have a description sheet for services available and procedure.
2. Statement of why the center was set up.
3. Make a list of the types of things that the center has been involved in.
4. Can we send kids to room #11, will Sandy supervise?
5. Why is Sandy used as Art's secretary, library secretary, etc.?

4. There is a need to provide greater opportunity for students to make suggestions about the program's effect and direction.

Alternative Strategies

1. Students need to be involved in any new program developed (student advisory committee).
2. Do not lock student in career exploration units. Allow him to change.
3. Evaluation form - like it or not like it - because.

5. There is a need for coordination between the elementary library, the junior high library, and the career service center.

Alternative Strategies

1. Have librarians sit down and write strategies on library coordination and use between elementary and junior high levels.
2. Coordinate library and service center materials and use of equipment.
   a. Possible spur centers
   b. Check-out system
3. Make a master list of things available in the two libraries and the service center.

6. There is a need for greater opportunity for staff involvement in the planning and development of career education proposals.

Alternative Strategies

1. Future proposals in career education should be coordinated by both staff and administration.
2. Define system for staff getting involved.
3. Staff have a district job description sheet for personnel.
4. Time release for total staff.
5. We're tired of being involved, with our ideas altered or vetoed with no explanation. Do we have a say or does it come from the district office? Why waste time planning if central office will throw it away? We plan, then the central office tells us what to do. If we come up with something, will the administration change it?
6. Pin central administration down. Be there when the proposal is made instead of having the director taking it to them. Use group to present ideas, logic.
7. Will the administration come? Pete Taylor is known for coming to the meeting, but leaving during the meeting so frequently that he misses the content. We're told to plan it, then we're told - that won't work. We're tired of wasting our time that way.

F-5-

8. Clarify what we really have power to do before we start planning. Describe our power in advance. A commitment from Administration that we do have that power. If staff spends time doing something the whole staff feels is worthwhile, we feel it's wasted time if it is shot down. We feel like the Administration already knows what we're going to do, why should we help plan then?
9. If the Administration doesn't like our ideas or if they want to amend them, the Administration should come back to our committee and tell us their logic, reasons or help find a compromise. Why weren't we given the original assessment document? Why restart from scratch? Are we such dummies that we can't come up with more ideas or see holes in the ideas of the assessment team. It's a slam at us. The Administration wants us to redo the work. We're wasting teacher and assessment team's time. "I was told it was too complicated to understand; what a slam." "I was told Pete Taylor didn't want us to see the original." We want to see the original report.
10. Teachers should stand together and say, "Either we plan it, or we won't do it. It's hard to implement someone elses program. It's also hard to be committed to someone elses. If we feel it's important, we'll do it. Are our objectives attainable in the allotted time? We don't trust the Administration.
11. What do we do now - what happens if we're not funded again?
    junk it
    what's best for kids
    where will it happen
    subject matter approach
    infused approach
    variety of approaches
    involve kids
    why doesn't everyone have a guide?
12. Give us feedback - you like it because or don't like it because.
13. Can we use advisory committee - will we support it - should it be elective?

7. There is a need to develop the career service center.

Alternative Strategies

1. Coordinate resource material.
2. The scope of resource material needs to be increased.
3. Compile a list of district resource people able to speak with classes.
4. Outline steps in the use of ordering of materials in career center.
5. To publish an up-dated list of career center materials.
   a. Librarian needs to be exhausted on materials available
   b. Card catalog in career center of books, video tapes, pamphlets, filmstrips, etc.
   c. Catalog staff occupational areas
   d. Contact commercial agencies on how they get ahold of materials on careers.
6. We need money for printed material.
7. Where is there a list of what's available?

F-6

PROGRAM DEVELOPMENT

B. Needs

2. Students have identified the need for career education to be functional. (Functional for the student means "now").

Alternative Strategies

1. Release students to visit and interview people on the job.
2. Bring in college students to relate needs and pressures involved in their areas.

ELEMENTARY CAREER EDUCATION PROGRAM

SUMMARY

STAFF DEVELOPMENT

A. Needs

1. There is a need for greater identification and utilization of resources, both in the building and community special attention should be A-V resources, especially video-tapes, and availability of field trip opportunities.

   1. we need a typed up to date list of all material in both the junior high and the elementary school. This list should be kept up to date with all new materials.
   2. we need a list of available field trips. This list could include: what the age of the student should be, how many students, which ones the teacher should take before the class.
   3. Development of a card file which a teacher could go to if he wanted a field trip in a certain industry. For example: if a teacher wants to take her or his students to learn about lumbering he could go to the file look up lumbering and available field trips would be listed.
   4. Either a teacher, teacher aid, parent or a few students and a teacher would visit an industry or whatever before the class. The class could develop questions they wished to ask after they heard from the person who visited previously. They (class) would make the visitation. After the visitation the teacher would receive feedback from the students as to the value etc. of the trip. The class could also develop a list of questions for the students to use next year. This information would be kept in a card file or some other device in a central location.
   5. we need to organize field trips in the elementary school so they do not overlap. For example, if the first and second grade visit the bakery they should go for different reasons. Maybe the first graders go to look at the cookies, and the second graders go to look at the workers.
   6. we could ask industries what they would like the students to know before taking a trip (this could help in working with attitudes toward jobs.)
   7. we should let industries know how students feel about a trip by letters, pictures or whatever.
   8. Make a list of things we have here as well as at the junior high.
   9. we need a group of shelves to house resources.
   10. we need our own elementary resource center for materials.
   11. we need one person to help coordinate and give out materials (such as librarian).
   12. Room 11 has career service center material at Twelith.
   13. we need to check free materials in catalog.
   14. we need list of good speakers we've had on file.
   15. we need to inquire senior citizens to help in interviews.
   16. Each teacher should have a list of all resources available.

2. There is a need for sharing ideas and being aware of what other instructional grade level teams are doing in careers in the elementary school.

   1. Each team (grade level) would be responsible for holding a faculty get together. The purpose of this would be to share information. The grade level would be responsible for the whole thing (refreshments and all.)
   2. Put the staff through an experience rather than saying I do this .... (This relates to #1). This way the staff could help analyze and evaluate.
   3. Each team should list priorities in their teams for careers and then the staff should also list priorities. At these sessions there should be notes taken for future reference.
   4. Communicators on grade level could assemble material of what's done and circulate in a newspaper.
   5. Bulletin boards could be used by each grade level every month.
   6. Large meeting where each grade level shows examples of what's been done in that grade.
   7. Send around a career flyer each month.

3. There is a need for teacher developed evaluation tools and consistent baseline data collection.

   1. Development of pre and post tests was indicated as being necessary. This could be done in the following way:
      a) having a child list all the jobs he can that deal with certain industry. After working on the industry have the students again list the jobs (pre & post test)
      b) pre & post test on attitudes (for example, Are you now more interested in the world of work?)
      c) pre & post before and after a unit.
      d) a possibility at the primary level would be to have students draw a picture (Ex. - a picture of his parents at work and come back and draw another picture - how do they compare?)
   2. It was felt the evaluative tools should be developed at four levels: classroom, grade or team level, school and district level.
   3. It was suggested that an advisory board be set up within the school consisting of parents. The board would help give guidance on visitation to industries or whatever.
   4. A tool could be developed for feedback from parents on field trips if they felt, for example, that the field trip was important for their child.
   5. We felt it necessary to inform parents as to the reasons for taking a field trip be it a letter or whatever.
   6. A tool should be developed to send home for parents to evaluate the career awareness program. Included on this paper could also be some question to them asking if they would be interested in taking field trips before or with the class.
   7. We need to develop pre & post tests.

8. We need to find out what staff as a whole wants - they should help contribute in evaluation.
9. Evaluation tests should be recorded.
10. We need subjective as well as objective tests.
11. We first need to evaluate our units and limit our objectives one overall objective - then develop evaluation tools.
12. We need one single format in developing objectives and evaluation throughout all grades.
13. All testing should be done for the childs benefit.
14. Find out what kids objectives are before we rewrite our objectives.
15. We need to state job naming - in cognitive, affective and psycho motor activities.
16. Career ed. should be a continually moving every single day experience - just not units.

STAFF NEEDS (both Elementary and Junior High)

1. There is a need to communicate to staff how money is spent on the program.

   1. This could be done by a monthly expenditure sheet.
   2. You could go into the administration building and ask to see the money allowed the program and how it was spent.
   3. We need a list of the money (amt.) to buy materials (then we could list the priorities).
   4. We need a break down of the money so we know how much is spent for or on the staff, how much for materials and whatever.
   5. It was suggested that we keep our own seperate running account in each building.
   6. A budget report needs to be sent out each month.
   7. We should know from beginning about money proposed before we start spending.
   8. We need someone to help us in deciding how to spend money.
   9. We need to list money expenditures in categories.

2. There is a need for greater staff involvement in planning in-service days.

   1. Both administration and staff should plan in-service days.
   2. It could be different people each time.
   3. Have a couple people work on a list of field trips this summer.
   4. It should be a two way involvement - administration and staff together planning it.
   5. Eight people on career team need input from teachers on what they want.
   6. We need job descriptions for those involved in the project.

F-4

3. There is a need to clarify the function of the career service center.

   1. Define target of service center.
   2. Let people visit and see what is available.
   3. We could have a staff meeting that was held for the purpose of going to the service center and seeing what's there.
   4. Define the direction of the center with the librarians being the guidance committee.
   5. We need our own right here at Templeton, with video-tapes over at Twality.
   6. It needs to be coordinated with Twality.
   7. We need a list there of all materials available.
   8. We need the librarian here to help us coordinate it.

4. There is a need to provide greater opportunity for students to make suggestions about the program's effect and direction.

   1. We need a tool developed that would help teachers and students plan together.
   2. We could use the process discussed for field trips with students. Students could give feedback as to value of trips, selection of trips, etc.
   3. This process (#2) could also be used with guest speakers.
   4. Kids need to be active in planning the program.
   5. Kids need to help - let's plan what we want to do.
   6. Maybe primary needs a program like the corporation to be involved in.
   7. Career awareness needs to begin the first day of school till the end of the year.

5. There is a need for coordination between the elementary library, the junior high library, and the career service center.

   1. List what we want here at Templeton and what we want at Twality.
   2. What is at Twality should be above and beyond what we have at Templeton.
   3. Have a list of what is available with descriptions of what the item is - this list should be available to all people (staff, administration, etc.).

6. There is a need for greater opportunity for staff involvement in in the planning and development of career education proposals.

   1. The staff would work hand in hand with the administration on proposals.
   2. Job description would be clearly defined by teachers and administration.
   3. Levels of decision should be set up with small sub-groups going back to grade levels.

F-11

4. Do - a little at a time - list some priorities of the project.
5. Staff needs to help career team decide what direction to take this summer workshop.
6. Staff needs to have input in planning objectives as well as evaluation tools.

7. There is a need to develop the career service center.

1. Get materials to back up what we've done this year.
2. Get quarterly report from other projects - to be kept in center.
3. Rate priorities of what you want to use of the material used, what's good, what isn't.
4. We could have a box of material to check out. For example, material for a bricklayer which would include everything needed for a classroom.
5. Set up slides to determine what is available at industry that a teacher or student could preview before visiting.
6. Material should be set up on a time basis to be checked out for a certain length of time and turned back in.
7. Include material from the following: (letters should be written to these places for any information they can send)
   a) private industries
   b) Educational Guide to Free and Inexpensive Materials
   c) Civil Service
   d) Unemployment Office
8. A need for a resource person to do all the work necessary in organizing and digging for materials for center.
9. We need to tell them what we want in the service center.

PROGRAM DEVELOPMENT

B. Needs

It was suggested that each grade level could develop a project, for example, the corporation - or a post office. The project could have total school involvement, but be developed by a grade level.